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THE 1982 YOUTH ATTITUDE TRACKING STUDY (YATS): A
COMPARATIVE ANALYSIS OF T. (U) ARMY RECRUITING COMMAND
FORT SHERIDAN ILL R J HALEK MAY 84 USARECRM-84-4

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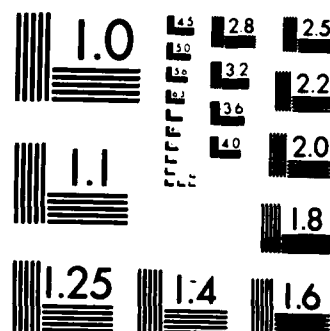
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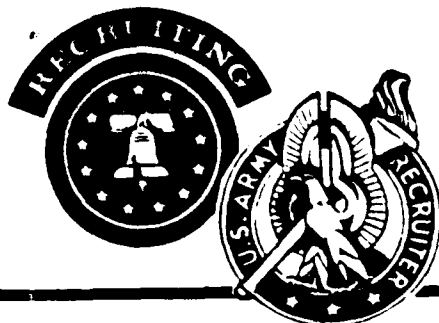
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United States Army
Recruiting Command

USAREC RM 84-4

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**THE 1982
YOUTH ATTITUDE TRACKING STUDY
(YATS)
A COMPARATIVE ANALYSIS
OF THE
"NEGATIVE" MALE RESPONDENTS
(YATS NEG)**

**BY
RICHARD J. HALEK
June 1984**

**Approved for Public Release;
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The views, opinions, and findings in this report are those of the author and should not be construed as an official Department of the Army position, policy or decision, unless so designated by other authorized documents.

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ABSTRACT

The analysis is concerned with 1982 YATS respondents, male only. It examines responses to questions of military service propensity to determine the differences among the propensity groups. This document represents an effort by Headquarters United States Army Recruiting Command (HQ USAREC) and N.W. Ayer, USAREC's advertising agency, to determine the issues that concern individuals that are negatively inclined to join the service in general and the Army specifically.

FIGURES

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EXECUTIVE SUMMARY

1. Background: The Youth Attitude Tracking Study (YATS) provides a means of measuring the general intention of selected young men and women to enlist in a military service. A recent study¹ indicated that of those who subsequently enlisted from a sample studied from the YATS Survey, 43.6% originally expressed a negative intention to enlist. This study was effected to determine issues, concerns, and attitudinal differences of these "negative" individuals who, in effect, changed their attitudes and acted in a manner contrary to their originally stated intent.

2. Methodology:

a. Examine the 1982 YATS male respondents.

b. Task 1: Reconstruct 1982 YATS tabular data to separate those who replied positively into "definitely yes" and "probably yes" and the negatives into "probably not" and definitely not" respondents. This was completed on 1 December 1983.

c. Task 2: Conduct an analysis of the data to determine the relative contribution of a number of factors which determine either a positive or negative intent. This was completed on 3 January 1984. The major finding is that propensity is complex issue and no single factor was identified as a point of departure for focusing advertising messages.

d. Task 3: Perform a discriminant analysis of the data to identify factors which placed individuals in the categories of "definitely yes," "probably yes," "probably not," and "definitely not." This was completed 30 January 1984. The various groups of Army propensity, military propensity, recruiter contact, likelihood of joining and reasons for not joining were separated.

3. Summary of Discriminant Analysis (Task 3):

a. The discriminant analysis (appendix A) produced variables from the survey which separate the different levels of propensity of the groups being studied. Major discriminating variables for the military in general and the Army specifically were: employment status, educational status, importance of doing something for the country in a job (patriotism), the perception of the achievability of job enjoyment, willingness to work as a laborer (the perception of military service), age and race. A closer analysis of employment and educational status variables indicated that the individuals most positive toward military service were those who were young, currently in high school, unemployed, and members of a minority group. Those least likely to express an interest in military service are those who are older, are white and are high school diploma graduates. This group generally does not want to work as a laborer, is not interested in either vocational or technical training, does not perceive doing something for the country (patriotism) as being associated with a job and generally feels that greater job satisfaction can be found in civilian life.

¹ Bruce R. Orvis, FORECASTING ENLISTMENT ACTIONS FROM INTENTIONS INFORMATION VALIDITY AND IMPROVEMENT (Santa Monica, CA: RAND, December 1982)

b. The importance to USAREC of the "High Quality" recruit prompted a replication of the analysis for the quality respondent (appendix 3). The most important factor found was that the group most favorable to serving in the Army was the group not currently employed. This reinforces the current policy that the Army's most positive market, both overall and for "High Quality", is the high school student.

c. An analysis of proportions (appendix C) of the discriminating variables of employment status and education status provided a descriptive look at the individuals least likely to consider Army service. A major portion of this group is made up of High School Diploma Graduates who are attending post-secondary education.

(1) Persons not employed, and not in school, have a higher positive propensity toward the Army service than those not employed and in school. It was also shown that those employed, whether or not combining work with schooling, indicated an equal positive and negative intention to serve in the Army.

(2) The major differences between positive and negative groups are:

(a) Respondents employed, and not in school, have a lower propensity than those not employed and not in school.

(b) Respondents employed, and in school, have a lower propensity than those in school and unemployed.

(3) Those individuals in school are the easiest to locate and thus represent the best potential market expansion for recruiting.

4. Conclusions

a. A large proportion of respondents who reply negatively are likely to change their attitudes and should be considered within the recruiting market.

b. The Army's positive group is the young high school student.

c. The Army's negative group is the older high school diploma graduate.

d. Issues of concern to the negative group are:

(1) Patriotism is not an important job characteristic.

(2) Perception of greater job enjoyment in the civilian community than in the military.

(3) Adversity to working as a laborer. (Equates to military service)

(4) Little interest in going to vocational or technical school.
(Equates to military skill training)

YATS Negative Analysis

1. Background: The Youth Attitude Tracking Study (YATS) is a yearly, nationwide telephonic survey of male and female youth, with an objective of providing observations, over time, so changes in attitude and behavior can be detected and appraised.

a. One of the longitudinal measures used to identify changes in attitude is the respondents answer to how likely it is he or she would be serving in the military and each active duty service in the next few years. Responses are:

- (1) No answer (No Ans)
- (2) Definitely Yes (Def Yes)
- (3) Probably Yes (Prob Yes)
- (4) Probably Not (Prob Not)
- (5) Definitely Not (Def Not)
- (6) Don't Know/Not sure (DK/NS)

b. Positive intent is the combination of those who answer definitely yes and probably yes. Negative intent combines the probably not, definitely not and don't know respondents.

c. The Mental Quality Index (MQI) in YATS is a combination of three questions designed to place the respondent on a scale of 1 through 10. "High Quality" is defined as those who score 8, 9, or 10, "Medium Quality" are those who score 5, 6, or 7 and "Low Quality" are those scoring 1, 2, 3, or 4. There is no relation, yet derived, between this Index and Armed Forces Qualification Test (AFQT) scores. However, it may be generally accepted that those scoring 6 or more may be test category I-III A.

2. The Rand Corporation conducted a study¹ to determine the relationship between enlistment intentions as stated in YATS and enlistment behavior. Five waves of YATS (Spring '76 to Spring '79) respondents were tracked to determine the number of enlistments. Results are shown below:

TABLE 1. ENLISTMENT DISTRIBUTION BY COMPOSITE INTENTION MEASURE

COMBINED YATS SURVEYS, SPRING 1976 -
SPRING 1979

Composite enlistment intention	Percent of sample ^a	Percent of sample ^b
Unaided mention and definite intention	1.6	8.4
Unaided mention and probable intention	2.9	10.0
Positive intention no unaided mention	22.4	38.0
Total positive intention	26.9	56.4
Negative intention	73.1	43.6

^aN = 23,369 for the combined YATS sample.

^bThere were 2,150 enlistments among sample
members by December 1982.

The fact that 43.6 percent of the sample who enlisted expressed a negative intent in the YATS survey stimulated interest in analyzing the negative YATS respondents. These were "probably not" and "definitely not" respondents who subsequently joined.

3. Though the yearly YATS waves are used to show trends in propensity and other measures of attitude, it is not a good predictor of enlistment action. YATS is a "snap shot" of stated intentions and attitudes in the Fall season, therefore it may have a seasonal bias that does not capture the true decision point of the American Youth. There is a 12 to 18 month lag between stated intent and actual enlistment action. Further study is indicated to track a specific age group or educational level (High School Juniors or Seniors) from year-to-year to determine specific changes in propensity.

¹ Bruce R. Orvis, FORECASTING ENLISTMENT ACTIONS FROM INTENTIONS
INFORMATION: VALIDITY AND IMPROVEMENT (Santa Monica, CA: RAND, December 1982).

4. Methodology:

a. The YATS negative analysis is designed to separate the "probably not" from the "definitely not" respondents; determine the issues of concern to them, the relative attraction of various incentives to help develop advertising themes to appeal to their interests.

b. The initial planning for the YATS negative analysis was a coordinated effort between the Program Analysis and Evaluation (PAE) Directorate and N. W. Ayer, the Command's advertising agency.

c. The analysis involved three tasks:

(1) TASK 1: Reconstruct YATS cross-tabular data to separate the respondents by their specific responses to the propensity questions. Identify the "probably nots" and other respondent categories and determine how their responses to questions differed. The cross-tab task was completed on 1 December 1983.

(2) TASK 2: Conduct multivariate regression analysis to determine the relative contribution of various factors toward positive or negative propensity. The assumption, that propensity is a function of factors as shown below was mutually agreed to by PAE and N.W. Ayer.

ASSUMPTION: That respondents propensity will be associated as below:

Propensity = $a_1A + a_2P + a_3D$ where:

A = importance of job characteristics
and the perception of the achievability
of those characteristics in military versus
civilian life.

P = propensity to pursue other occupations.

D = demographic characteristics of the respondents.

a_1, a_2, a_3 = regression coefficients.

(3) TASK 3: Perform a discriminant analysis to identify those groups of respondents associated with the various propensity responses.

5. Regression Analysis Results:

a. The multivariate regression computer runs were completed on 3 January 1984. Variables used are listed in appendix D. The highest "multiple R" obtained was 0.469. Therefore, any relative impact is obscured in the unexplained variance. Since the variables are categorical and discrete in nature regression is not the most appropriate tool for this data. Regression was used to obtain some insight of the relationships but discriminant analysis is the best suited tool for this data to obtain the best results. However, a listing of significant variables for different propensities and reasons for not joining provide indications of important factors involved in the enlistment intention response. The principal relationships are shown below:

TABLE 2. REGRESSION RELATIONSHIPS

		Total Army Prop	Pos Army Prop	Neg Army Prop	Total Mil Prop	Pos Mil Prop	Neg Mil Prop	Ref Contact	Likelihood of Sec	Disagree w/Policy	Going to School	Lack of Freedom	Disapproval of Parents	No Value in Mil Trng	Nothing in Common w Mil	Expect to Have Job
IMPORTANCE	DO SOMETHING FOR THE COUNTRY	X		X		X				X	X	X	X	X	X	X
	INCOME					X										
	EQUAL PAY & OPPORTUNITY								X							
	MONEY FOR EDUCATION									X						
ACHIEVABILITY	LEARN A SKILL															X
	ENJOY JOB	X		X	X	X			X	X	X		X	X	X	X
	GOOD INCOME	X	X		X							X	X			
	TEACH A SKILL		X													
P	TRAINS FOR LEADERSHIP												X	X		
	JOB SECURITY					X										
	WORK AS A LABORER	X		X	X		X		X	X	X	X	X	X	X	X
	GO TO VOTEC SCHOOL								X		X	X	X	X	X	X
D	GO TO COLLEGE															
	HSDG	X			X					X	X	X	X	X	X	X
	AGE		X	X		X										
	QUAL INDEX						X									
	HIGHEST GRADE COMPLETED								X							
	RACE								X			X	X	X		
	CURRENTLY IN SCHOOL									X						
MULTIPLE R		.3596	.1774	.2343	.4690	.1924	.2503	.2100	.1194	.3342	.4635	.3011	.4243	.4045	.3974	.3030

b. Table 2 shows that propensity is a complex issue. It is driven by a broad set of attitudes, no one of which is clearly dominant. No high correlation factors stand out. This indicates that no single response can be used as a point of departure for focusing resources and advertising messages.

c. Although regression is not the most appropriate tool for this data it did produce indications of important variables to look for in the discriminant analysis. These variables were:

- (1) The importance of doing something for your country.
- (2) The perception of the achievability of job enjoyment.
- (3) The propensity to be a laborer.
- (4) How the respondent completed high school.

6. Discriminant Analysis Results:

a. The discriminant analysis (appendix A) was designed to statistically distinguish between various groups of YATS respondents. The objective of this kind of analysis is to weight and combine discriminating variables so that the groups are forced to be as statistically distinct as possible. Through an analysis of the nature of the question and an interactive stepwise process, a "best" set of discriminating variables was selected. Selection criteria is at appendix A. Additional analysis was conducted to determine the discriminating value of certain variables which were of special interest but eliminated in the stepwise variable selection. For example, the analysis specifically addressed advertising recall as a discriminator between positive and negative intention groups for military service and for the Army. In both cases the recall variables had little or no discriminatory value in separating the groups. Advertising was recalled at about the same rate by the negative group as the positive group. Advertising recall has no relationship to the stated enlistment intent.

b. The rationale for using discriminant analysis is that the data is categorical. Discriminant analysis allows the classification of respondents into defined groups based on their individual responses to a variety of questions and respondent attributes such as age, sex and education. The analysis produces significant variables that can be compared to one another to show each variable's relative contribution to the discriminant function and which variables will compensate for other variables in predicting a respondents classification category. Application of this procedure to the population allows prediction into a defined group by knowing limited information on a particular individual. The compensating feature allows the determination of those characteristics of an individual that will move him from one defined group to another.

c. Bivariate comparisons were analyzed for Army and military propensity levels and recruiter contact responses. Complete comparisons for each level are at appendix A.

Factors separating Army propensity groups are:

- (1) Positive
 - (a) Employment status
 - (b) Education status
- (2) Negative
 - (a) The importance of doing something for his country
 - (b) Achievability of job enjoyment
 - (c) Achievability of staying near family and friends
 - (d) The likelihood of working as a laborer
 - (e) The likelihood of going to vocational or technical school.

d. The factors of employment and education status for the positive group does not mean that the positive Army individual is unemployed and out of school. On the contrary, he is unemployed because he is still in high school. By far, the positive individual is the young (16-17 year old) high school student.

e. The negative individual feels that doing something for his country is not an important job characteristic. He perceives that job enjoyment and staying near family and friends are more achievable in civilian life and does not want to work as a laborer or go to a vocational or technical school.

f. The military propensity comparisons produced the same major factors as the Army comparisons.

g. The recruiter contact comparisons produced the following factors:

(1) The respondents that have had contact with a recruiter are probably not in school, tend to be older and unemployed.

(2) Those respondents that have not had contact with a recruiter have not taken the Armed Services Vocational Aptitude Battery (ASVAB). They think that no service pays a bonus for enlisting, are not currently looking for a job and have not discussed serving in the military with their friends or their mother.

7. HIGH QUALITY COMPARISONS:

a. Similar discriminant analysis was conducted on the "High Quality" respondents, Mental Quality Index (MQI) score of 8-10, for each propensity comparison for all active duty services and the military in general. Complete comparisons are at appendix B.

b. Major findings from this analysis are:

1) The employment status issue, discussed earlier, is only a factor for the "High Quality" positive Army respondent.

2) Common to all services the "High Quality" negative respondent does not want to work as a laborer.

3) The factors that separate the Army "definitely not" individuals are the same as those for the Air Force "probably not" group. These factors are that they do not want to work as a laborer, do not want to go to vocational or technical school, they feel that doing something for their country is not important in a job, they have not discussed serving in the military with their father and perceive that money for education and job enjoyment are more achievable in a civilian job.

(4) The factors that discriminate the Army "High Quality" respondents in comparing positive versus negative, and comparing, "probably yes" versus "probably not," are the same factors that apply to the military propensity "Medium Quality" respondents for those comparisons.

8. FOLLOW-ON ANALYSIS:

a. During the discriminant comparisons, the variables of employment status and education status consistently separated the propensity groups and were factors for the Army "High Quality" comparisons. Further analysis was indicated. Using a CHI Square Test to determine differences between the positive and negative Army groups, the largest difference resulted when the respondent was not in school. There was a significant difference also when the respondent was in school, indicating that a large proportion of the negative market is still in school. The factors that predict the negative respondent were:

- (1) older
- (2) likely to be a HSDG
- (3) high quality
- (4) white
- (5) does not want to be a laborer
- (6) more likely to go to college
- (7) feels doing something for his country is less important as a job characteristic
- (8) perceives good income and job enjoyment are more achievable in civilian life

b. The High School Diploma Graduate (HSDG) market is of importance to the recruiting effort, but as a group they have only 7.8% positive intention compared to 14.5% for all males. The 92.2% negative respondents share the same profile as the overall negative group.

9. CONCLUSIONS:

- a. YATS stated negative intention changes over time.
- b. The negative market that is easiest to find, is the individual who is in school.
- c. The negative individual in general is High Quality, white, high school diploma grad (HSDG).
- d. The negative individual feels that serving in the Army is like working as a laborer (blue collar worker) and job enjoyment is unlikely.

10. RECOMMENDATIONS:

- a. Target advertising to the high quality, white, male, high school diploma graduate (HSDG).
- b. Advertising themes should present the Army as enjoyable work that is not strictly blue collar.

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APPENDIX A

DISCRIMINANT ANALYSIS

1. INTRODUCTION TO DISCRIMINANT ANALYSIS (YATS NEGATIVE):

a. Discriminant analysis is used to statistically distinguish between two or more groups of cases. These groups are defined by (1) those respondents who have indicated their propensity on the 1982 YATS Questionnaire (Group 1: Def Yes; Group 2: Prob Yes; Group 3: Prob Not; Group 4: Def Not; and Group 5: Don't Know); (2) those respondents who have talked to a military recruiter (Group 1: Yes; Group 2: No); (3) those respondents who have indicated their likelihood of serving in the military.

b. To distinguish between the groups, discriminating variables from the YATS questionnaire were selected (selection procedure is below). The mathematical objective is to weight and linearly combine the discriminating variables in some fashion so the groups are forced to be as statistically distinct as possible. The distinctness can be measured by the separation of the group's centroids. Statistical Package for the Social Sciences (SPSS) was used to provide discriminant functions that maximize the separation. These functions are used to pursue the analysis and classification objectives of the research project.

- (1) Analysis - interpretation of data
Statistical tests for measuring the success with which the variables actually discriminate when combined by the functions. Wilks' Lamda and the Eigenvalue for the functions were used.
- (2) Classification - check for adequacy
Classifying the original set of cases to see how many are correctly classified by the variables selected produces a percentage correctly classified by those variables.

2. VARIABLE SELECTION PROCEDURE:

a. All variables defined by TASK 1 (page 3) were considered for selection. Those pertaining to advertising recognition were eliminated as no discriminating value resulted from their inclusion. Some of the remaining variables were self discriminating by the nature of the questionnaire. For example, those respondents that indicated a negative intention were asked their reasons for not wanting to join. This question was not asked of the positive intention respondents. These variables were termed "skip" variables as some respondents skipped the question. As a result these "skip" variables were removed from consideration. Finally, the list of variables at Appendix E was used throughout the remainder of the analysis.

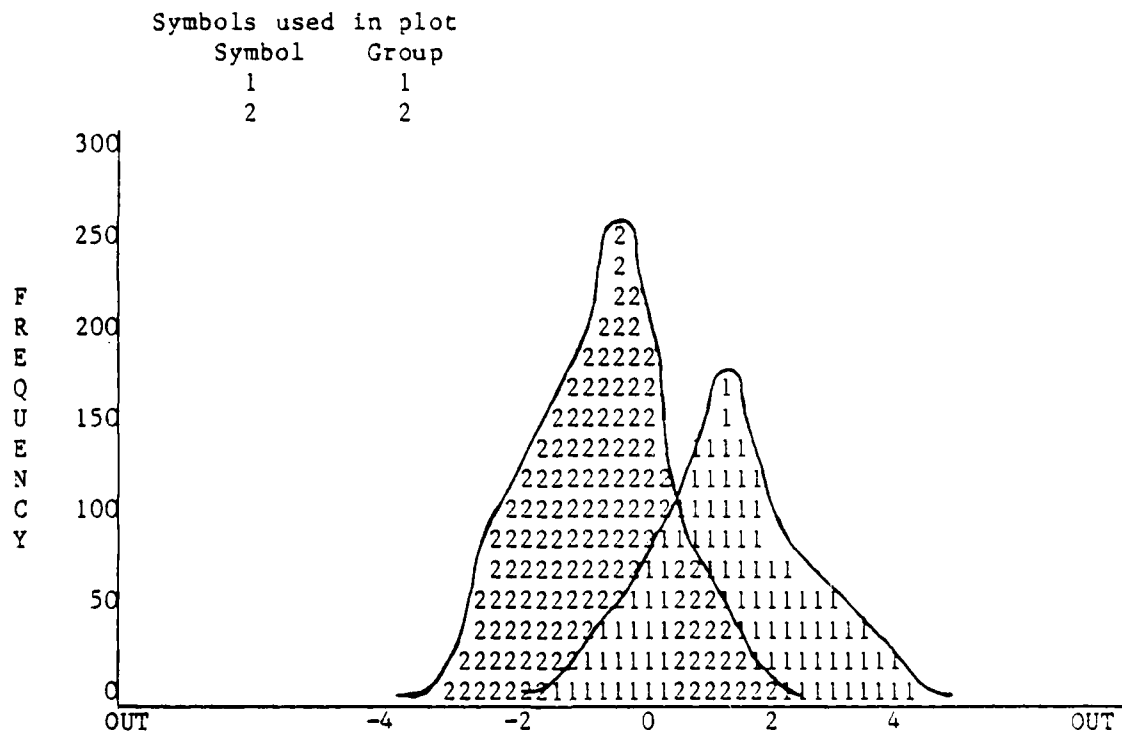
b. Using Wilk's Lamda criteria for selection for each bivariate comparison between groups, the variables were entered stepwise depending on its contribution to separate the group centroids. The variable that minimized Wilks' Lamda the most was selected at each step. The result of each comparison produced standardized coefficients for each variable entered in the discriminant function. These coefficients, being standardized, show relative magnitude of the variable's overall contribution with respect to each other. The largest absolute value of all coefficients was selected and divided in half. Then each coefficient with an absolute value equal to or greater than half the largest was selected for final comparison. This is done in the interest of parsimony and those that are less than half contribute little discriminating value. As a check, the percent of correct classification is compared between the original variable set and the reduced set. The largest percentage drop in correct classification was only four percentage points.

c. An example of discriminant analysis output for Army propensity on defined groups of positive vs negative using the variables selected by the variable selection procedure follows:

Variable	Standardized Canonical Coefficient
Employment Status	.53074
Education Status	.39289
Recruiter Contact	.36686
Army Postcard	.27799
Do something for your country	-.24530
Job enjoyment	-.29643
Looking for a job	-.35822
Good Income	-.30054
VoTech School	-.21135

Group	Group Centroids
1. Positive	1.00615
2. Negative	-0.17072

HISTOGRAM FOR GROUPS 1 AND 2



GROUP CENTROIDS

2 1

Percent of cases correctly classified: 72.83%

3. Discussion - Bivariate Comparisons:

a. The pairs of bivariate discrimination levels are listed below for Army and military propensity, as well as recruiter contact. The selected variables and percent correct classification is presented for each level. Following each narrative the major discriminating variables for each group are displayed with associated descriptive statistics. For "where recruiter contact was made", "likelihood of joining" and "reasons for not joining" only a narrative description is presented.

b. Group 1: Army Propensity

*(1) Positive vs. Negative.

** (2) Probably yes vs. Probably not.

(3) Definitely yes vs. Probably not.

(4) Definitely not vs. Probably not.

(5) Definitely yes vs. Definitely not.

c. Group 2: Military Propensity

(1) Positive vs. Negative.

(2) Probably yes vs. Probably not.

(3) Definitely yes vs. Probably not.

(4) Definitely not vs. Probably not.

(5) Definitely yes vs. Definitely not.

* Positive = Definitely yes + Probably yes
Negative = Probably not + Definitely not + Don't know

** Probably not = Probably not + Don't know

d. Group 3: Recruiter Contact

- (1) Yes vs. No.
- (2) Recruiter first vs. Respondent first.
- (3) Where contact was made.

e. Group 4: Likelihood of joining the military.

f. Group 5: Reasons for not joining.

4. Findings:

a. Group 1 (1) through (5) Army Propensity.

(1) Group 1(1): Positive vs. Negative. Percent correctly classified 72.8%. The key discriminating variable for positive intent is the individual's employment status. The second discriminator is if he initiated contact with a recruiter. The third discriminator is his education status, if completed high school by General Equivalency Diploma (GED) he tends to be more positively inclined than if he completed high school by the traditional program with a diploma. If he has not yet completed high school he is even more positively inclined. Additionally, the negative discriminators are: Doing something for your country is not important in a job, not currently looking for a job, and the perception that job enjoyment is more achievable in a civilian job.

Positive Discriminators

	POSITIVE		NEGATIVE	
o Employment Status	60%	unemployed	41%	
	<u>40%</u>	employed	<u>59%</u>	
o Education Status	27%	HSDG	54%	
	<u>47%</u>	CIHS*	<u>32%</u>	
	5%	GED & other**	<u>5%</u>	
	<u>21%</u>	Non-Grad	<u>9%</u>	
o Respondent initiated Recruiter contact (not used: low response rate)				
o Sent a post card to the Army (not used: Low response rate)				

* CIHS - Currently In High School

** GED & Other - General Equivalency Diploma and Night School

Negative Discriminators

Positive		Negative
o Job Characteristic - Importance of doing something for his country		
<u>32%</u>	Extremely Important	<u>17%</u>
<u>43%</u>	Very Important	<u>36%</u>
<u>21%</u>	Fairly Important	<u>37%</u>
<u>3%</u>	Not Important	<u>9%</u>
<u>1%</u>	Don't know	<u>1%</u>
o Job Characteristic - Achievability of job enjoyment		
<u>8%</u>	More in military	<u>2%</u>
<u>10%</u>	Somewhat more in military	<u>3%</u>
<u>59%</u>	Either military or civilian	<u>48%</u>
<u>7%</u>	Somewhat more in civilian	<u>11%</u>
<u>15%</u>	More in civilian	<u>36%</u>
o Looking for a job		
<u>77%</u>	Yes	<u>60%</u>
<u>23%</u>	No	<u>40%</u>
o Job Characteristic - Achievability of a good income		
<u>14%</u>	More in military	<u>3%</u>
<u>10%</u>	Somewhat more in military	<u>4%</u>
<u>47%</u>	Either military or civilian	<u>40%</u>
<u>9%</u>	Somewhat more in civilian	<u>12%</u>
<u>19%</u>	More in civilian	<u>41%</u>
o Go to vocational or technical school		
<u>19%</u>	Definitely Yes	<u>12%</u>
<u>48%</u>	Probably Yes	<u>35%</u>
<u>18%</u>	Probably not	<u>29%</u>
<u>12%</u>	Definitely not	<u>19%</u>
<u>2%</u>	Don't know	<u>2%</u>
<u>2%</u>	No response	<u>2%</u>

Descriptors

	Positive		Negative
o Age			
	<u>20%</u>	16	<u>15%</u>
	<u>21%</u>	17	<u>14%</u>
	<u>18%</u>	18	<u>15%</u>
	<u>17%</u>	19	<u>18%</u>
	<u>12%</u>	20	<u>19%</u>
	<u>12%</u>	21	<u>19%</u>
o MQI			
	<u>18%</u>	Hi	<u>34%</u>
	<u>53%</u>	Med	<u>49%</u>
	<u>29%</u>	Low	<u>17%</u>

(2) Group 1(2): Probably yes vs. Probably not. Percent correctly classified 65.9%. The discriminators for probably yes are: the individual's employment status if he initiated recruiter contact and his education status. The probably not group is discriminated by: Doing something for your country is not important in a job, not currently looking for a job and the perception that staying near family and friends is more achievable in a civilian job.

Probably Yes Discriminators

Probably Yes		Probably Not	
o Employment Status	<u>58.9%</u>	Unemployed	<u>42.6%</u>
	<u>41.1%</u>	Employed	<u>57.4%</u>
o Education Status	<u>27.5%</u>	HSDG	<u>47.9%</u>
	<u>46.0%</u>	CIHS	<u>36.6%</u>
	<u>5.0%</u>	GED or other	<u>5.1%</u>
	<u>21.5%</u>	Non-grad	<u>10.4%</u>
o Respondent initiated Recruiter contact (not used: low response rate)			

Probably Not Discriminators

Probably Yes		Probably Not	
o Job Characteristic - Importance of doing something for his country.	<u>30.3%</u>	Extremely Important	<u>18.9%</u>
	<u>44.1%</u>	Very Important	<u>41.6%</u>
	<u>21.5%</u>	Fairly Important	<u>34.5%</u>
	<u>3.1%</u>	Not Important	<u>4.5%</u>
	<u>0.6%</u>	Don't Know	<u>0.5%</u>
o Looking for a job	<u>44.3%</u>	Yes	<u>27.0%</u>
	<u>14.0%</u>	No	<u>15.3%</u>
	<u>41.1%</u>	No ans	<u>57.4%</u>
o Job Characteristic - Achievability of staying near family & friends	<u>5.5%</u>	More in military	<u>2.3%</u>
	<u>6.8%</u>	Somewhat more in military	<u>2.4%</u>
	<u>29.6%</u>	Either military/civilian	<u>21.4%</u>
	<u>15.3%</u>	Somewhat more in civilian	<u>17.0%</u>
	<u>42.2%</u>	More in civilian	<u>56.3%</u>

Descriptors

o Age	Probably Yes		Probably Not	
	<u>19.1%</u>	16	<u>18.1%</u>	
	<u>20.3%</u>	17	<u>15.8%</u>	
	<u>18.2%</u>	18	<u>15.1%</u>	
	<u>16.8%</u>	19	<u>16.1%</u>	
	<u>13.4%</u>	20	<u>18.1%</u>	
	<u>12.2%</u>	21	<u>16.7%</u>	
o MQI	<u>17.6%</u>	H1	<u>30.4%</u>	
	<u>53.4%</u>	Med	<u>52.8%</u>	
	<u>29.0%</u>	Low	<u>16.8%</u>	

(3) Group 1(3): Definitely yes vs. Probably not. Percent correctly classified 76.6%. The factors that separate these two groups are: For definitely yes, the individuals employment status and has initiated contact with a recruiter. For the probably nots, the significant factors are that he is not currently looking for a job and has completed a higher grade in school.

Definitely Yes Discriminators

Definitely Yes		Probably Not	
o Employment Status			
	68.6%	Unemployed	42.6%
	<u>31.3%</u>	Employed	<u>57.4%</u>
o Respondent initiated recruiter contact (not used: low response rate)			

Probably Not Discriminators

Definitely Yes		Probably Not	
o Looking for a job			
	55.2%	Yes	27.0%
	13.5%	No	15.3%
	<u>31.3%</u>	No Ans	<u>57.7%</u>
o Highest grade completed in school			
	6.0%	8th Grade	1.1%
	15.1%	9th Grade	5.3%
	24.9%	10th Grade	19.7%
	31.5%	11th Grade	23.0%
	20.6%	12th Grade	38.2%
	1.5%	1st Yr College	9.7%
	<u>0%</u>	2nd Yr College	<u>2.8%</u>

Descriptors

o Age			
Definitely Yes		Probably Not	
	24.8%	16	18.1%
	26.1%	17	15.8%
	16.7%	18	15.1%
	19.4%	19	16.1%
	5.5%	20	18.1%
	<u>7.6%</u>	21	<u>16.7%</u>
o MQI			
	17.6%	Hi	30.4%
	51.3%	Med	52.8%
	<u>31.2%</u>	Low	<u>16.8%</u>

(4) Group 1(4): Definitely not vs. Probably not. Percent correctly classified 62.7%. The single factor that separates the probably not from the definitely not is that the probably not individual feels that good income in a job is not as an important job characteristic. The definitely not individual does not want to work as a laborer and does not want to go to a vocational or technical school, does not consider doing something for your country important, does not want to be a salesman, tends to be older and perceives that job enjoyment is more achievable in a civilian job.

Definitely Not Discriminators

	Definitely Not		Probably Not
o Working as a Laborer			
	<u>5.4%</u>	Definitely Yes	<u>5.7%</u>
	<u>24.3%</u>	Probably Yes	<u>32.3%</u>
	<u>29.4%</u>	Probably Not	<u>44.2%</u>
	<u>39.5%</u>	Definitely Not	<u>16.1%</u>
	<u>1.3%</u>	Don't Know	<u>1.5%</u>
o Go to vocational or technical school			
	<u>12.3%</u>	Definitely Yes	<u>12.2%</u>
	<u>30.6%</u>	Probably Yes	<u>39.8%</u>
	<u>23.3%</u>	Probably Not	<u>36.2%</u>
	<u>29.1%</u>	Definitely Not	<u>8.0%</u>
	<u>2.7%</u>	Don't Know	<u>2.0%</u>
o Job Characteristic - Importance of doing something for his country			
	<u>15.9%</u>	Extremely Important	<u>18.9%</u>
	<u>31.5%</u>	Very Important	<u>41.6%</u>
	<u>39.0%</u>	Fairly Important	<u>34.5%</u>
	<u>12.4%</u>	Not Important	<u>4.5%</u>
	<u>1.0%</u>	Don't Know	<u>0.5%</u>
o Working as a salesman			
	<u>4.6%</u>	Definitely Yes	<u>2.8%</u>
	<u>25.3%</u>	Probably Yes	<u>25.2%</u>
	<u>25.8%</u>	Probably Not	<u>48.6%</u>
	<u>42.1%</u>	Definitely Not	<u>21.4%</u>
	<u>1.9%</u>	Don't Know	<u>1.9%</u>
o Age			
	<u>12.7%</u>	16	<u>18.1%</u>
	<u>13.0%</u>	17	<u>15.8%</u>
	<u>14.6%</u>	18	<u>15.1%</u>
	<u>19.1%</u>	19	<u>16.1%</u>
	<u>19.7%</u>	20	<u>18.1%</u>
	<u>20.9%</u>	21	<u>16.7%</u>
o Job Characteristic-Achievability of job enjoyment			
	<u>1.5%</u>	More in military	<u>2.8%</u>
	<u>2.3%</u>	Somewhat more in military	<u>2.8%</u>
	<u>43.1%</u>	Either military/civilian	<u>53.2%</u>
	<u>10.1%</u>	Somewhat more in civilian	<u>11.9%</u>
	<u>42.8%</u>	More in civilian	<u>28.9%</u>

Probably Not Discriminator

Definitely Not Probably Not
o Job Characteristic-Importance of good income

<u>44.0%</u>	Extremely Important	<u>39.3%</u>
<u>42.8%</u>	Very Important	<u>44.4%</u>
<u>10.8%</u>	Fairly Important	<u>13.6%</u>
<u>1.8%</u>	Not Important	<u>2.1%</u>
<u>0.4%</u>	Don't Know	<u>0.2%</u>

Descriptor

Definitely Not Probably Not

o MQI

<u>37.8%</u>	Hi	<u>30.4%</u>
<u>45.7%</u>	Med	<u>52.3%</u>
<u>16.5%</u>	Low	<u>16.8%</u>

(5) Group 1(5): Definitely yes vs Definitely not. Percent correctly classified 82.9%. The factors that separate the definitely yes group is: if the individual initiated contact with a recruiter and his employment status. The definitely not individual tends to have completed more grades in school, is not looking for a job, and perceives that a good income and job enjoyment are more achievable in a civilian job.

Definitely Yes Discriminators

Definitely Yes Definitely Not

o Employment Status

<u>68.7%</u>	Unemployed	<u>39.9%</u>
<u>31.3%</u>	Employed	<u>60.1%</u>

o Respondent initiated Recruiter contact (not used: low response rate)

Definitely Not Discriminators

Definitely Yes Definitely Not

o Highest grade completed in school

<u>6.0%</u>	8th Grade	<u>0.8%</u>
<u>15.1%</u>	9th Grade	<u>4.6%</u>
<u>24.9%</u>	10th Grade	<u>13.0%</u>
<u>31.5%</u>	11th Grade	<u>20.3%</u>
<u>20.6%</u>	12th Grade	<u>41.4%</u>
<u>1.5%</u>	1st Yr College	<u>16.1%</u>
<u>0%</u>	2nd Yr College	<u>3.5%</u>

o Looking for a job

<u>55.2%</u>	Yes	<u>22.8%</u>
<u>13.5%</u>	No	<u>16.8%</u>
<u>31.3%</u>	No Ans	<u>60.1%</u>

o Job characteristic - Achievability of good income

<u>25.9%</u>	More in military	<u>2.1%</u>
<u>12.9%</u>	Somewhat more in military	<u>3.6%</u>
<u>40.7%</u>	Either military/civilian	<u>36.6%</u>
<u>4.2%</u>	Somewhat more in civilian	<u>11.3%</u>
<u>15.2%</u>	More in civilian	<u>45.8%</u>

o Job Characteristic - Achievability of job enjoyment

<u>14.4%</u>	More in military	<u>1.5%</u>
<u>7.7%</u>	Somewhat more in Military	<u>2.3%</u>
<u>63.9%</u>	Either military or civilian	<u>3.1%</u>
<u>3.9%</u>	Somewhat more in civilian	<u>10.1%</u>
<u>8.8%</u>	More in civilian	<u>42.8%</u>

Descriptors

	Definitely Yes	Definitely Not
o Age		
	<u>24.8%</u>	<u>12.7%</u>
	<u>26.1%</u>	<u>13.0%</u>
	<u>16.7%</u>	<u>14.6%</u>
	<u>19.4%</u>	<u>19.1%</u>
	<u>5.5%</u>	<u>19.7%</u>
	<u>7.6%</u>	<u>20.9%</u>
	16	
	17	
	18	
	19	
	20	
	21	
o MQI		
	<u>17.6%</u>	<u>37.8%</u>
	<u>51.3%</u>	<u>45.7%</u>
	<u>31.2%</u>	<u>16.5%</u>
	Hi	
	Med	
	Low	

b. Summary: The individual who responds "probably not" to the question, "will you serve in the active duty Army?", is probably employed, if unemployed, he is not looking for a job, feels that doing something for his country is not important in a job, and perceives that job enjoyment and staying near family and friends are more achievable in a civilian job.

c. Group 2 (1) through (5) Military Propensity:

(1) Group 2(1): Positive vs. Negative. Percent correct classification 69.6%. As in Army propensity, the key discriminator for positive intent for the military in general is the individuals employment status. Other factors that separate the positives from the negatives are the education status, if he completed high school by GED or night school then he is more positively inclined than if he completed high by the school traditional program with a diploma. The negative group are not currently looking for a job, perceive job enjoyment is more achievable in a civilian job, doing something for their country is not important in a job, and do not want to work as laborers.

Positive Discriminators

	Positive	Negative
o Employment Status		
	<u>54.8%</u>	<u>38.7%</u>
	<u>45.2%</u>	<u>61.3%</u>
	Unemployed	
	Employed	
o Education Status		
	<u>31.8%</u>	<u>58.5%</u>
	<u>46.8%</u>	<u>28.1%</u>
	<u>5.3%</u>	<u>5.1%</u>
	<u>16.1%</u>	<u>8.3%</u>
	HSDG	
	CIHS	
	GED & Other	
	Non-Grad	

Negative Discriminators

	Positive		Negative
o Looking for a job			
	<u>40.9%</u>	Yes	<u>21.5%</u>
	<u>13.5%</u>	No	<u>16.9%</u>
	<u>45.2%</u>	No ans	<u>61.3%</u>

o Job Characteristic - Achievability of job enjoyment

6.3%	More in military	1.4%
7.6%	Somewhat more in Military	1.7%
58.1%	Either Military/Civilian	45.4%
9.6%	Somewhat more in Civilian	10.7%
18.0%	More in civilian	40.5%

o Job Characteristic - Importance of doing something for his country.

28.7%	Extremely Important	15.0%
42.5%	Very Important	34.6%
24.6%	Fairly Important	39.3%
3.5%	Not Important	10.0%
.6%	Don't Know	.1%

o Working as a laborer

7.9%	Definitely Yes	5.1%
42.0%	Probably Yes	25.1%
32.4%	Probably not	36.7%
16.2%	Definitely Not	31.5%
1.5%	Don't Know	1.5%

Descriptors

	Positive		Negative
o Age			
	<u>21.5%</u>	16	<u>13.1%</u>
	<u>19.7%</u>	17	<u>13.2%</u>
	<u>16.6%</u>	18	<u>14.7%</u>
	<u>16.2%</u>	19	<u>18.3%</u>
	<u>13.6%</u>	20	<u>20.1%</u>
	<u>12.5%</u>	21	<u>20.5%</u>
o MQI			
	<u>20.5%</u>	Hi	<u>37.4%</u>
	<u>56.7%</u>	Med	<u>46.2%</u>
	<u>22.8%</u>	Low	<u>16.4%</u>

(2) Group 2(2): Probably yes vs. Probably not: Percent correct classification 60.5%. The probably yes group is discriminated by employment status and the race of the individual. If black, hispanic or other, he tends to be more inclined to be probably yes than a white respondent. The probably not respondent is characterized by not currently looking for a job.

Probably Yes Discriminators

	Probably Yes		Probably Not
o Employment Status			
	<u>53.7%</u>	Unemployed	<u>39.6%</u>
	<u>46.3%</u>	Employed	<u>60.4%</u>
o Race			
	<u>68.0%</u>	White	<u>84.9%</u>
	<u>18.8%</u>	Black	<u>6.4%</u>
	<u>10.9%</u>	Hispanic	<u>6.6%</u>
	<u>2.3%</u>	Other	<u>2.1%</u>

Probably Not Discriminator

o Looking for a job			
	<u>39.6%</u>	Yes	<u>23.3%</u>
	<u>13.6%</u>	No	<u>16.1%</u>
	<u>46.3%</u>	No Ans	<u>60.4%</u>

Descriptors

o Age			
	<u>19.8%</u>	16	<u>14.5%</u>
	<u>18.6%</u>	17	<u>14.6%</u>
	<u>17.1%</u>	18	<u>15.6%</u>
	<u>15.8%</u>	19	<u>17.9%</u>
	<u>15.2%</u>	20	<u>18.8%</u>
	<u>13.4%</u>	21	<u>18.6%</u>
o MQI			
	<u>20.5%</u>	Hi	<u>34.2%</u>
	<u>57.3%</u>	Med	<u>49.5%</u>
	<u>22.3%</u>	Low	<u>16.2%</u>

(3) Group 2(3): Definitely yes vs. Probably not: Percent correct classification 77.4%. The two factors that separate the definitely yes respondent are his employment status and his race. Not currently looking for a job and the percentage that job enjoyment is more achievable in a civilian job, are the discriminators for the probably not group.

Definitely Yes Discriminators

	Definitely Yes		Probably Not
o Employment Status			
	<u>60.7%</u>	Unemployed	<u>39.6%</u>
	<u>39.3%</u>	Employed	<u>60.4%</u>
o Race			
	<u>57.1%</u>	White	<u>84.9%</u>
	<u>28.1%</u>	Black	<u>6.4%</u>
	<u>12.1%</u>	Hispanic	<u>6.6%</u>
	<u>2.8%</u>	Other	<u>2.1%</u>

Probably not Discriminators

o Looking for a job			
	<u>47.4%</u>	Yes	<u>23.3%</u>
	<u>13.1%</u>	No	<u>16.1%</u>
	<u>39.3%</u>	No ans	<u>60.4%</u>
o Job Characteristic - Achievability of job enjoyment			
	<u>12.9%</u>	More in Military	<u>2.0%</u>
	<u>9.8%</u>	Somewhat more in military	<u>1.8%</u>
	<u>58.9%</u>	Either military or civilian	<u>50.5%</u>
	<u>7.2%</u>	Somewhat more in civilian	<u>11.3%</u>
	<u>10.3%</u>	More in civilian	<u>34.1%</u>

Descriptors

o Age			
	<u>29.6%</u>	16	<u>14.5%</u>
	<u>24.7%</u>	17	<u>14.6%</u>
	<u>14.3%</u>	18	<u>15.6%</u>
	<u>17.8%</u>	19	<u>17.9%</u>
	<u>5.5%</u>	20	<u>18.8%</u>
	<u>8.1%</u>	21	<u>18.6%</u>
o MQI			
	<u>20.9%</u>	Hi	<u>34.2%</u>
	<u>53.7%</u>	Med	<u>49.5%</u>
	<u>25.5%</u>	Low	<u>16.2%</u>

(4) Group 2 (4): Definitely not vs. Probably not: Percent correct classification 60.6%. The definitely not individual does not want to work as a laborer and does not want to go to vocational or technical school. The probably not respondent feels that good income in a job is not as important as the definitely not.

Definitely Not Discriminators

Definitely Not
o Working as a Laborer

Probably Not

<u>4.6%</u>	Definitely Yes	<u>5.6%</u>
<u>21.3%</u>	Probably Yes	<u>28.7%</u>
<u>27.7%</u>	Probably Not	<u>45.3%</u>
<u>44.7%</u>	Definitely Not	<u>13.9%</u>
<u>1.6%</u>	Don't Know	<u>1.4%</u>

o Go to vocational or technical school

<u>11.0%</u>	Definitely Yes	<u>12.2%</u>
<u>28.6%</u>	Probably Yes	<u>36.8%</u>
<u>22.5%</u>	Probably Not	<u>36.8%</u>
<u>32.9%</u>	Definitely Not	<u>9.9%</u>
<u>2.9%</u>	Don't Know	<u>2.4%</u>

Probably not Discriminator

o Job Characteristic - Importance of good income

<u>45.0%</u>	Extremely Important	<u>37.9%</u>
<u>42.0%</u>	Very Important	<u>45.0%</u>
<u>10.1%</u>	Fairly Important	<u>14.3%</u>
<u>2.1%</u>	Not Important	<u>2.5%</u>
<u>0.6%</u>	Don't Know	<u>0.2%</u>

Descriptors

o Age

<u>11.8%</u>	16	<u>14.5%</u>
<u>11.8%</u>	17	<u>14.6%</u>
<u>13.7%</u>	18	<u>15.6%</u>
<u>18.7%</u>	19	<u>17.9%</u>
<u>21.5%</u>	20	<u>18.8%</u>
<u>22.5%</u>	21	<u>18.6%</u>

o MQI

<u>40.7%</u>	Hi	<u>34.2%</u>
<u>42.8%</u>	Med	<u>49.5%</u>
<u>16.5%</u>	Low	<u>16.2%</u>

(5) Group 2(5): Definitely yes vs. Definitely not: Percent correct classification 79.8%. Employment status and education status are the factors that discriminate the definitely yes group. The definitely not individual perceives job enjoyment is more achievable in a civilian job, is not currently looking for a job, feels doing something for his country is not important in a job, tend to be older and does not want to work as a laborer.

Definitely Yes Discriminators

	Definitely Yes		Definitely Not
o Employment Status			
	<u>60.7%</u>	Unemployed	<u>37.7%</u>
	<u>39.3%</u>	Employed	<u>62.3%</u>
o Education Status			
	<u>19.3%</u>	HSDG	<u>63.2%</u>
	<u>59.2%</u>	CIHS	<u>25.2%</u>
	<u>5.4%</u>	GED & other	<u>4.3%</u>
	<u>16.0%</u>	Non-grad	<u>7.2%</u>

Definitely Not Discriminators

	Definitely Yes		Definitely Not
o Job Characteristic - Achievability of job enjoyment			
	<u>12.9%</u>	More in military	<u>0.8%</u>
	<u>9.8%</u>	Somewhat more in military	<u>1.6%</u>
	<u>58.9%</u>	Either military/civilian	<u>40.0%</u>
	<u>7.2%</u>	Somewhat more in civilian	<u>10.1%</u>
	<u>10.3%</u>	More in civilian	<u>47.4%</u>
o Looking for a job			
	<u>47.4%</u>	Yes	<u>19.7%</u>
	<u>13.1%</u>	No	<u>17.7%</u>
	<u>39.3%</u>	No ans	<u>62.3%</u>
o Job Characteristic - Importance of doing something for his country			
	<u>39.1%</u>	Extremely Important	<u>12.5%</u>
	<u>39.5%</u>	Very Important	<u>29.6%</u>
	<u>17.2%</u>	Fairly Important	<u>41.3%</u>
	<u>2.6%</u>	Not Important	<u>15.2%</u>
	<u>1.7%</u>	Don't Know	<u>1.3%</u>
o Age			
	<u>29.6%</u>	16	<u>11.8%</u>
	<u>24.7%</u>	17	<u>11.8%</u>
	<u>14.3%</u>	18	<u>13.7%</u>
	<u>17.8%</u>	19	<u>18.7%</u>
	<u>5.5%</u>	20	<u>21.5%</u>
	<u>8.1%</u>	21	<u>22.5%</u>

o Working as a laborer

<u>12.8%</u>	Definitely Yes	<u>4.6%</u>
<u>40.0%</u>	Probably Yes	<u>21.3%</u>
<u>25.8%</u>	Probably Not	<u>27.7%</u>
<u>18.8%</u>	Definitely Not	<u>44.7%</u>
<u>2.3%</u>	Don't Know	<u>1.6%</u>

Descriptors

o MQI

<u>20.9%</u>	Hi	<u>40.7%</u>
<u>53.7%</u>	Med	<u>42.8%</u>
<u>25.5%</u>	Low	<u>16.5%</u>

d. Group 3(1) through (3) Recruiter Contact:

(1) Group 3(1): Yes vs. No: Percent correct classification 66.2%. Those that have contacted a recruiter are not currently in school. If in school, they tend to be in higher grade levels, unemployed, tend to be older, and have received unasked for Marine literature. Those that have not contacted a recruiter have not taken an Armed Services Vocational Aptitude Battery (ASVAB), think no service pays a bonus, are not currently looking for a job, have not discussed serving with their friends or their mother and have not received unasked for military mail.

Yes Discriminators	Yes		No
o Currently in school	<u>50.3%</u>	Yes	<u>64.1%</u>
	<u>49.6%</u>	No	<u>35.9%</u>
o Current grade in school	<u>49.9%</u>	No Ans	<u>36.1%</u>
	<u>2.3%</u>	10th Grade	<u>6.1%</u>
	<u>8.4%</u>	11th Grade	<u>17.8%</u>
	<u>14.6%</u>	12th Grade	<u>18.3%</u>
	<u>14.8%</u>	1st Yr college	<u>12.4%</u>
	<u>9.9%</u>	2d Yr collage	<u>9.4%</u>
o Employment Status	<u>40.9%</u>	Unemployed	<u>46.8%</u>
	<u>59.1%</u>	Employed	<u>53.2%</u>
o Age	<u>9.2%</u>	16	<u>21.9%</u>
	<u>12.9%</u>	17	<u>17.5%</u>
	<u>16.7%</u>	18	<u>14.1%</u>
	<u>20.4%</u>	19	<u>15.1%</u>
	<u>19.2%</u>	20	<u>16.9%</u>
	<u>21.6%</u>	21	<u>14.6%</u>

o Received unasked for Marine Literature (not used: low response rate)

No Discriminators

	Yes		No
o Taken an ASVAB	0.6%	No Ans	0.7%
	<u>30.7%</u>	Yes	<u>13.7%</u>
	<u>68.4%</u>	No	<u>85.7%</u>
o Does a service pay a bonus for enlisting	41.4%	Yes	25.3%
	<u>33.3%</u>	No	<u>38.4%</u>
	<u>25.3%</u>	DK/NS	<u>35.3%</u>
o Looking for a job	29.0%	Yes	26.9%
	<u>11.5%</u>	No	<u>19.6%</u>
	<u>59.1%</u>	No Ans	<u>53.2%</u>
o Discussed serving with their friends	75.7%	Yes	54.9%
	<u>24.3%</u>	No	<u>45.1%</u>
o Discussed serving with their mother	47.9%	Yes	27.7%
	<u>52.1%</u>	No	<u>72.3%</u>
o Received unasked for military mail	67.5%	Yes	51.4%
	<u>32.5%</u>	No	<u>48.6%</u>

Descriptor

	Yes		No
o MQI	31.6%	Hi	32.1%
	<u>51.0%</u>	Med	<u>48.4%</u>
	<u>17.3%</u>	Low	<u>19.5%</u>

(2) Group 3 (2): Who contacted who first? Percent correct classification 67.1%. Of those who had recruiter contact, those who were contacted by a recruiter first tended to have completed more grades in school, had sent a post card to the Navy, had not made toll free call for information and were not currently looking for a job. Those who initiated the contact with a recruiter tended to be older, unemployed and had not received unasked for military mail.

Recruiter First

Respondent First

Recruiter First Discriminators

o Highest grade completed in school

<u>0.2%</u>	8th Grade	<u>1.1%</u>
<u>3.1%</u>	9th Grade	<u>7.5%</u>
<u>6.9%</u>	10th Grade	<u>13.2%</u>
<u>22.3%</u>	11th Grade	<u>23.4%</u>
<u>47.4%</u>	12th Grade	<u>39.7%</u>
<u>15.1%</u>	1st Yr college	<u>9.6%</u>
<u>5.0%</u>	2d Yr college	<u>4.8%</u>

o Looking for a job

<u>25.1%</u>	Yes	<u>36.1%</u>
<u>13.3%</u>	No	<u>9.5%</u>
<u>61.1%</u>	No Ans	<u>54.2%</u>

o Sent a post card to the Navy (not used: low response rate)

o Made a toll free call for information (not used: low response rate)

Respondent First Discriminators

o Age

<u>7.4%</u>	16	<u>5.7%</u>
<u>14.8%</u>	17	<u>11.7%</u>
<u>19.8%</u>	18	<u>12.3%</u>
<u>21.9%</u>	19	<u>21.8%</u>
<u>19.0%</u>	20	<u>17.8%</u>
<u>17.1%</u>	21	<u>30.8%</u>

o Employment Status

<u>38.9%</u>	Unemployed	<u>43.8%</u>
<u>61.1%</u>	Employed	<u>54.2%</u>

o Received unasked for military mail

<u>75.9%</u>	Yes	<u>56.5%</u>
<u>24.1%</u>	No	<u>43.5%</u>

Descriptor

o MQI

<u>39.0%</u>	Hi	<u>20.3%</u>
<u>48.6%</u>	Med	<u>36.9%</u>
<u>12.4%</u>	Low	<u>22.8%</u>

(3) Group 3(3): Where was contact made? The largest subgroup made contact at school (N=407). They tended to have completed more grades in school, had not discussed serving with their mother and were not looking for a job. The next largest subgroup (N=350) made contact on the phone. They did not want to work at a desk, had not discussed serving with friends, tended to be of lower "quality", did not want to go to vocational or technical school, had sent a post card to the Navy and felt that money for education is not important in a job. The next subgroup (N=253) made contact at the recruiting station. The two factors discriminating this group are not currently in school and not currently employed.

e. Group 4: Likelihood of joining the military. Those with the highest likelihood are unemployed, have called the Navy toll free and are non-white. Those with the lowest likelihood have not discussed serving with friends, perceive that training for leadership is more achievable in a civilian job, tend to be older and do not want to work as a laborer.

f. Group 5: Reasons for not joining the military. Those respondents that gave separation from family and friends and disagreement with military policy as reasons for not joining, do not want to go to college and have received unasked for Reserve literature. Those that said they were going to school, tend to be in higher grade levels in school, do not want to work as a laborer or in a desk job, have not sent a post card for information, have received unasked for joint service literature and have sent a post card to the Navy. Those that gave low pay, no value in military training or nothing in common with military people as reasons for not joining are not currently employed, have called the Marines or any military service toll free, have not discussed serving with friends, and tend to be non-white.

APPENDIX B

HIGH QUALITY ANALYSIS

High Quality: Since recruiting emphasis is currently being placed on high quality accessions, continued study is indicated to find the differences in this group. Preliminary excursions indicate that the high quality positive military respondent is different than the high quality positive Army respondent. High quality is defined by those respondents that achieved 8 or more on the YATS Quality Index Scale. These respondents were selected (N=1910) from the total male respondents (N=5992) and similar discriminant analysis was conducted. This "High Qual" analysis is concerned with four active duty services (Army, Navy, Air Force and Marine Corps) and overall military service. For each of the services five levels were examined.

- Level 1 Positive vs. Negative.
- Level 2 Probably Yes vs. Probably Not.
- Level 3 Definitely Yes vs. Probably Not.
- Level 4 Definitely Not vs. Probably Not.
- Level 5 Definitely Yes vs. Definitely Not.

1. Group 1 (Military Propensity):

a. Level 1: Positive vs. Negative. The key discriminator for positive intent for the military is that the individual has not received unasked for military literature. Other factors that separate the positives from the negatives are having sent the Air Force a post card, the education status, the race of the individual, and the current grade in school. The key discriminator for negative intent is that job enjoyment is perceived as more achievable in a civilian job. Other factors are that these individuals do not want to work as laborers, do not discuss serving with their wives or girlfriends, do not want to go to vocational or technical school and feel that learning a skill or trade is not important in a job.

b. Level 2: Probably Yes vs. Probably Not. The only factor for the probably yes group is not receiving unasked for military literature in the mail. For the probably not group the factors are that they have not made a toll free call for information, the higher the grade completed in school the more disinclined, and never having held a full time job.

c. Level 3: Definitely Yes vs. Probably Not. The factors that separate the definitely yes group are their education status, the perception that job security is more achievable in a civilian job, achieving lower average grades in school, having initiated contact with a recruiter, and having sent a post card to the Air Force. The factors that separate the probably not group are the perception that job enjoyment is more achievable in a civilian job, not discussing serving in the military with mother, wife or girlfriend, and equal pay and opportunity are not important in a job.

d. Level 4: Definitely Not vs. Probably Not. The definitely not group is separated by factors of not wanting to work as a laborer, not having discussed serving with their father, doing something for their country is not important in a job, not wanting to go to vocational or technical school, having received unasked for Reserve literature, and the perception that money for education and job enjoyment are more achievable in a civilian job. The factors that separate the probably not group are the feeling that good income is not important in a job, having received unasked for all service literature, not having discussed serving with their mother, having sent a post card to the reserves and their education status.

e. Level 5: Definitely Yes vs. Definitely Not. The factors for the definitely yes individual are his education status, if he initiated recruiter contact, has sent a post card to the Reserves, has called the Navy and Marines toll free, tends to be in a higher grade in school and does not want to go to college. The factors for the definitely not individual are the perception that job enjoyment is more achievable in a civilian job, does not want to work as a laborer, and has not discussed serving with his wife or girlfriend.

2. Group 2 (Army Propensity):

a. Level 1: Positives vs. Negatives. The key factor for positive intent for serving in the Army is the individual has sent a post card to the Army. Other factors are his employment status, has sent a post card to any service, their education status, initiated recruiter contact and has not received unasked for military literature. The key factor for negative intent for serving in the Army is not having discussed serving with his wife or girlfriend. The other factor is not wanting to work as a laborer.

b. Level 2: Probably Yes vs. Probably Not. The factors that separate the probably yes group are employment status, not receiving unasked for military literature, having sent a post card to the Army or any service, their education status and having called the Army toll free. The probably not group is separated by having sent a post card to the reserves, not looking for a job and the feeling that equal pay and opportunity are not important in a job.

c. Level 3: Definitely Yes vs. Probably Not. The definitely yes group is separated from the probably not group by his employment status, initiated recruiter contact, and sent a post card to any military service.

d. Level 4: Definitely Not vs. Probably Not. The definitely not group is separated by not wanting to work as a laborer, not wanting to go to vocational or technical school, the perception that job enjoyment is more achievable in a civilian job, doing something for their country is not important in a job, not having discussed serving with their father and the perception that money for education is more achievable in a civilian job. The factors for the probably not group are having received unasked for any service literature, good income is not important in a job, their education status, the perception that equal opportunity is more achievable in a civilian job and their mothers' education level tends to be higher.

e. Level 5: Definitely Yes vs. Definitely Not. The definitely yes group is separated by having initiated contact with a recruiter, having sent a post card to the reserves, employment status, and their education status.

3. Group 3 (Air Force Propensity):

a. Level 1: Positive vs. Negative. The key factor for positive intent to serve in the Air Force is having sent the Air Force a post card. Other factors are not having received unasked for military literature, the race of the individual is non-white and their education status. The key factor for negative intent is that learning a skill or trade is not important in a job. Other factors are the perception that job enjoyment is more achievable in a civilian job, not wanting to go to vocational or technical school and not wanting to work as a laborer.

b. Level 2: Probably Yes vs. Probably Not. The factors that separate the probably yes group are having sent a post card to the Air Force, they tend to be non-white and feel job security is not important in a job. The factors for the probably not group are learning a skill or trade is not important in a job, not having had a full time job, perceiving that good income is more achievable in a civilian job, not currently in school and not wanting to go to vocational or technical school.

c. Level 3: Definitely Yes vs. Probably Not. The factors for the definitely yes group are having sent a post card to the Air Force, the older the more definitely inclined, their education status, perceiving that job security is more achievable in a civilian job and the tendency to have lower average grades in school. The factors for the probably not group are not currently in school and the perception that job enjoyment is more achievable in a civilian job.

d. Level 4: Definitely Not vs. Probably Not. The definitely not group is separated by feeling good income is not important in a job, having received unasked for any service literature and not having discussed serving with a friend. The probably not group is separated by not wanting to work as a laborer, having received unasked for Reserve literature, not wanting to go to vocational or technical school, having not discussed serving with his father and the perception that job enjoyment is more achievable in a civilian job.

e. Level 5: Definitely Yes vs. Definitely Not. The factors separating the definitely yes group are their education status, having sent a post card to the Air Force and the higher the current grade in school the more definitely inclined. The definitely not group is separated by not wanting to work as a laborer, the perception that job enjoyment is more achievable in a civilian job and equal pay and opportunity are not important in a job.

4. Group 4 (Navy Propensity):

a. Level 1: Positive vs. Negative. The key factor for positive intent for serving in the Navy is the individual has not received unasked for military literature. Other factors are he has sent a post card to the Navy, feels enjoying the job is not important and has received unasked for Marine Corps literature. The key discriminator for negative intent is not having made a toll free call for information. Other factors are having made a toll free call to the Air Force, not wanting to work as a laborer, not wanting to go to vocational or technical school, highest grade completed in school tends to be higher and the perception that learning a valuable skill and job enjoyment are more achievable in a civilian job.

b. Level 2: Probably Yes vs. Probably Not. The factors that separate the probably yes group are: not having received unasked for military literature, having received unasked for Marine Corps literature, having sent a post card to the Navy, and the feeling that enjoying the job is not important. The factors for the probably not group are the individuals marital status, (if divorced more negative than if separated, if separated more negative than if widowed, if widowed more negative than if married, if married then more negative than if single) not wanting to go to vocational or technical school, having made a toll free call to the Air Force, having received unasked for reserve literature and perceiving that learning a valuable skill and job enjoyment are more achievable in a civilian job.

c. Level 3: Definitely Yes vs. Probably Not. The factors that separate these two groups separate the definitely yes from the rest. They are: not currently in school, the older the more definitely yes and having made a toll free call to the Navy.

d. Level 4: Definitely Not vs. Probably Not. The individual who is definitely not tends to be in a higher grade in school or is not in school, tends to be older, and does not want to work as a laborer. The individual who is probably not tends to have completed a higher grade in school and feels that good income is not important in a job.

e. Level 5: Definitely Yes vs. Definitely Not. The definitely yes factors are having made a toll free call to the Navy, Marine Corps or Air Force and having sent a post card to the Navy. The definitely not factor is the older the individual the more definitely not inclined.

5. Group 5 (Marine Corps Propensity):

a. Level 1: Positives vs. Negatives. The key factor for the positive intent for serving in the Marine Corps is their education status. Other factors are he has sent a post card to any service, has not received unasked for military literature, has sent a post card to the Marine Corps, tends to be in a higher grade in school or has completed a higher grade in school. The key factor for the negative intent for serving in the Marine Corps is not wanting to work as a laborer. Other factors are he has sent a post card to the Air Force, has not discussed serving with his wife, girlfriend or mother, and perceives that job enjoyment is more achievable in a civilian job.

b. Level 2: Probably Yes vs. Probably Not. The factors that separate the probably yes group are: their education status, has not received unasked for military literature, has sent a post card to any service or the Marine Corps, tends to be in a higher grade in school. The factors for the probably not individual are; has sent a post card to the National Guard, has not discussed serving with his wife or girlfriend and does not want to work as a laborer.

c. Level 3: Definitely Yes vs. Probably Not. The definitely yes group is separated by having made a toll free call to the Marine Corps, not having discussed serving with his father, having sent a post card to the Marine Corp, not receiving unasked for military literature and not wanting to work as a salesperson. The single factor for the probably not group is that they have not discussed serving with their mother.

d. Level 4: Definitely Not vs. Probably Not. The definitely not individual tends to be in a higher grade in school, does not want to be a laborer, is not in school, does not want to go to vocational or technical school, feels that doing something for his country is not important in a job and has received unasked for Reserve literature. The probably not individual has received unasked for any service literature, is not looking for a job and feels good income is not important in a job.

e. Level 5: Definitely Yes vs. Definitely Not. The definitely yes individual has made a toll free call to the Marine Corps and has not discussed serving with his father. The definitely not individual has not discussed serving with his mother.

6. General Findings (High Quality Group):

a. The importance of good income in a job is a common separator for all services and the military in general for level 4, definitely not vs. probably not groups. If the individual feels good income is not important in a job he tends to be in the probably not group.

b. Working as a laborer is a common separator for level 1, positive vs. negative. The more he does not want to work as a laborer the more negative he becomes.

c. Receiving unasked for military recruiting literature is a common separator for level 1, positive vs. negative. If he has received unasked for military literature he is positively inclined; he is twice as inclined if he has not received unasked for military literature.

d. The individual's employment situation is only a factor when discriminating Army propensity it is not significant for discriminating the other services or the military in general.

e. The same factors that discriminate Army definitely not individuals apply to Air Force probably not individuals.

f. Air Force negatively inclined respondents feel that learning a skill or trade is not important in a job.

g. Navy positively inclined respondents have sent a post card or made a toll free call to the Navy.

h. Marine Corps definitely yes respondents have not discussed serving with their father and the negative and definitely not respondents have not discussed serving with their mother.

i. The factors that discriminate the Army "High Quality" respondents in level 1, positive vs. negative and level 2, probably yes vs. probably not are the same factors that apply to the military propensity "Medium Quality" respondents for those levels.

7. Focus (Army Probably Not Group):

a. In general four factors discriminate this group from the others:

- (1) He feels that doing something for his country is not important in a job.
- (2) He is not currently looking for a job.
- (3) He feels that a good income is not important in a job.
- (4) He perceives that job enjoyment is more achievable in a civilian job.

b. A "High Quality" probably not respondent:

- (1) Does not want to work as a laborer.
- (2) Is not currently looking for a job.
- (3) Feels that equal pay and opportunity are not important in a job.

APPENDIX C

FOLLOW-ON ANALYSIS

TEST OF PROPORTION'S

DESCRIPTIVE

THE HSDG

1. Follow-on Analysis:

From the discriminant analysis the variables of employment status and education status consistently separated the propensity groups and are an issue to the "High Quality" individual. A cross tabulation of these variables is below

TABLE C-1. EMPLOYMENT STATUS BY EDUCATION STATUS

Count Row Pct Col Pct		Employment Status				Row Total	
Education Status		Employed		Unemployed			
In school		1		2			
			1532		1915	3447	
			44.4%		55.6%	57.6%	
			45.7%		72.9%		
		Army Pos Neg		Army Pos Neg		Pos Neg	
		154 1378		350 1565		504 2943	
Not in school		3		4			
			1820		711	2531	
			71.8%		28.2%	42.4%	
			54.3%		27.1%		
		Army Pos Neg		Army Pos Neg		Pos Neg	
		191 1629		170 541		361 2170	
Column Total			3352 56.0%		2626 44.0%		5978 100.0%

2. Test of Proportions:

a. Using the CHI square test of proportions a significant result at the 99% level of confidence is 6.64 or greater. Each cell in table C-1 was compared. An example of the comparison of cell 1 vs cell 3 is:

Is there a difference in the proportions between 154/1378 and 191/1629?

b. Results of the cell comparisons follow:

Test 1: Cell 1 vs. Cell 3 No significant difference.

Test 2: Cell 2 vs. Cell 4 Significant difference.

If unemployed there is a slight difference between positive and negative groups: $\chi^2 = 10.008$. The unemployed and not in school are more positive than the unemployed and in school.

Test 3: Cell 1 vs. Cell 2 significant difference.

If in school there is a difference between the propensity groups: $\chi^2 = 45.46$. The in school and employed are more negative than the in school and unemployed

Test 4: Cell 3 vs Cell 4 significant difference.

If not in school there is a difference between the propensity groups. $\chi^2 = 74.152$.

The not in school and employed are more negatively inclined than the not in school and unemployed.

3. Descriptive Analysis:

Employing the results of previous analysis, the Army positive and negative groups were compared. The in school and employed negative respondent is older, has completed more schooling, more likely to be a HSDG, higher quality, white, does not want to work as a laborer, more likely to go to college, feels doing something for his country is less important and perceives good income and job enjoyment are more achievable in civilian life. The in school and unemployed negative respondent is younger than his employed cohort, has completed more schooling, more likely to be in high school, higher quality, white, does not want to work as a laborer, more likely to go to college, feels doing something for his country is less important, and perceives good income and job enjoyment are more achievable in civilian life. (Figures C-1 & C-2)

4. THE HSDG:

Since the HSDG Market is important to recruiting, a focus on this group is warranted.

TABLE C-2. EMPLOYMENT STATUS BY ARMY PROPENSITY

Count Row Pct Col Pct	POS	ARMY NEG	ROW Total
Employed	126 6.0% 54.2%	1968 94.0% 71.8%	2094 70.4%
Unemployed	107 12.1% 45.8%	777 87.9% 28.2%	879 29.6%
Column Total	233 7.8%	2740 92.2%	2973 100%

From the table above there is a large negative group in this market. Positive propensity is 7.8% which is a little more than half of the overall male percentage of 14.5%. Of the unemployed negatives 61% are in school while only 37.8% of the employed negatives are in school. They share the same profile as the overall negative group e.g. white, high quality, older, does not want to work as a laborer and perceives job enjoyment is more achievable in civilian life.

DESCRIPTIVE COMPARISON OF THE 16-21 YEAR-OLD
MALE WHO IS IN SCHOOL AND EMPLOYED

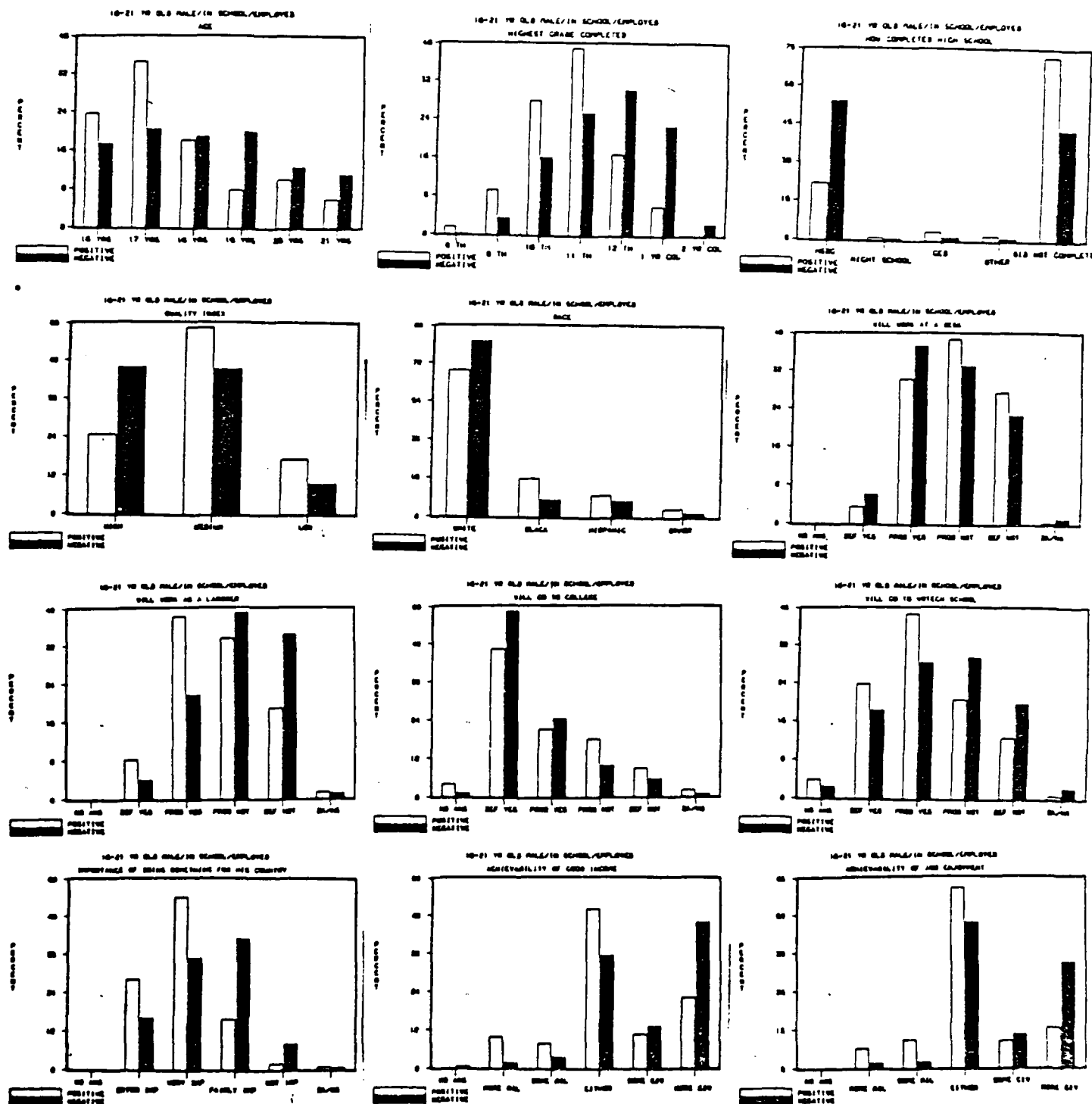


FIGURE C-1 IN SCHOOL AND EMPLOYED

DESCRIPTIVE COMPARISON OF THE 16-21 YEAR-OLD
MALE WHO IS IN SCHOOL AND UNEMPLOYED

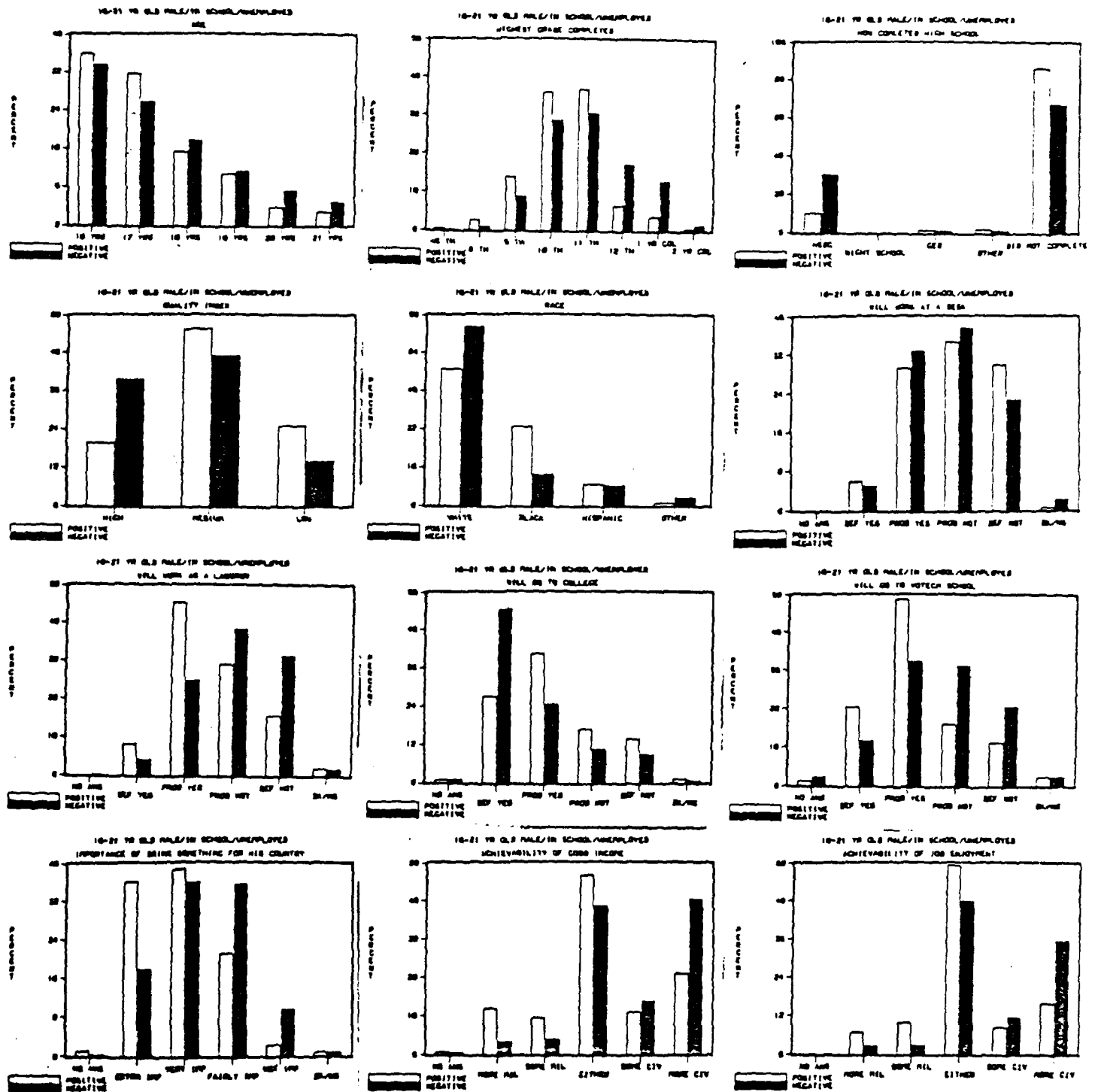


FIGURE C-2 IN SCHOOL AND UNEMPLOYED

APPENDIX D

REGRESSION VARIABLE LIST

REGRESSION VARIABLE LIST

AGE,Q2-PRESENT AGE/
HSDG,Q3A-HOW DID YOU COMPLETE HS?/
GRADEFIN,Q3B-HIGHEST SCHOOL GRADE COMPLETED/
INSCHOOL,Q3D-ARE YOU IN SCHOOL NOW?/
GRADE,Q3E-CURRENT YEAR IN SCHOOL IS:/
CUREMPLOY,Q4B-ARE YOU CURRENTLY EMPLOYED?/
LOOKJOB,Q5A-ARE YOU CURRENTLY LOOKING FOR A JOB?/
HADJOB,Q5B-HAVE YOU EVER HAD A FULL TIME JOB?/
MARSTAT,Q6-MARITAL STATUS IS:/
FINDJOB,Q9-HOW HARD IS IT TO FIND A JOB/
WAITLAB,Q11A-WILL WORK AS A LABORER/
DESKJOB,Q11A-WILL WORK AT A DESK/
SALESPER,Q11A-WILL WORK AS A SALESMAN/
COLLEGE,Q11A-WILL GO TO COLLEGE/
VOTECH,Q11A-WILL GO TO VOTECH SCHOOL/
DOFOR,Q21A-IMPRTNCE OF DOING SMTHG FOR COUNTRY/
SKILL,Q21A-IMPRTNCE OF LEARNING SKILL OR TRADE/
JOBSEC,Q21A-IMPORTANCE OF JOB SECURITY/
INCOME,Q21A-IMPORTANCE OF INCOME/
MONEYED,Q21A-IMPORTANCE OF MONEY FOR EDUCATION/
ENJOYJOB,Q21A-IMPORTANCE OF ENJOYING THE JOB/
LEADER,Q21A-IMPORTANCE OF LEADERSHIP TRAINING/
EQPAYOP,Q21A-IMPRTNCE OF EQL PAY AND OPPORTUNITY/
STAYHOME,Q21A-IMPORTANCE OF STAYING NEAR HOME/
CIVMIL1,Q21B-DO SOMETHING FOR COUNTRY/
CIVMIL2,Q21B-TEACHES VALUABLE SKILL/
CIVMIL3,Q21B-JOB SECURITY/
CIVMIL4,Q21B-GOOD INCOME/
CIVMIL5,Q21B-MONEY FOR EDUCATION/
CIVMIL6,Q21B-ENJOY YOUR JOB/
CIVMIL7,Q21B-TRAINS FOR LEADERSHIP/
CIVMIL8,Q21B-EQUAL OPPORTUNITY/
CIVMIL9,Q21B-STAY NEAR FAMILY & FRIENDS/
PAYBONUS,Q23A-DOES ANY SERVICE PAY A CASH BONUS?/
MOTHRED,Q25B-HIGHEST ED LEVEL ATTAINED BY MOTHER/
AVGRADES,Q26-YOUR AVERAGE GRADES IN HS/
SCHPROG,Q27-TYPE OF HS EDUCATION PROGRAM/
RACE,Q30-RACE OR ETHNICITY/
QUAL2,YATS QUALITY INDEX SCORE

APPENDIX E

DISCRIMINANT VARIABLE LIST

DISCRIMINANT VARIABLE LIST

AGE,Q2-PRESENT AGE/
HSDG,Q3A-HOW DID YOU COMPLETE HS?/
GRADEFIN,Q3B-HIGHEST SCHOOL GRADE COMPLETED/
INSCHOOL,Q3D-ARE YOU IN SCHOOL NOW?/
GRADE,Q3E-CURRENT YEAR IN SCHOOL IS:/
CUREMPLOY,Q4B-ARE YOU CURRENTLY EMPLOYED?/
LOOKJOB,Q5A-ARE YOU CURRENTLY LOOKING FOR A JOB?/
HADJOB,Q5B-HAVE YOU EVER HAD A FULL TIME JOB?/
MARSTAT,Q6-MARITAL STATUS IS:/
FINDJOB,Q9-HOW HARD IS IT TO FIND A JOB/
WAITLAB,Q11A-WILL WORK AS A LABORER/
DESKJOB,Q11A-WILL WORK AT A DESK/
SALESPER,Q11A-WILL WORK AS A SALESMAN/
COLLEGE,Q11A-WILL GO TO COLLEGE/
VOTECH,Q11A-WILL GO TO VOTECH SCHOOL/
MILMAIL,Q15A-RECEIVED UNASKED FOR MILITARY LIT/
TOLLFREE,Q15B-HAVE MADE A TOLL FREE CALL FOR INFO/
POSTCARD,Q15C-HAVE SENT A POSTCARD FOR INFO/
RECAFLIT,Q15A-RECVD UNASKED FOR AIR FORCE LIT/
RECVALIT,Q15A-RECVD UNASKED FOR ARMY LITERATURE/
RECMCLIT,Q15A-RECVD UNASKED FOR MARINE LIT/
RECNVLIT,Q15A-RECVD UNASKED FOR NAVY LIT/
RECALLIT,Q15A-RECVD UNASKED FOR ALL SERVICE LIT/
RECNGKIT,Q15A-RECVD UNASKED FOR NATIONAL GRD LIT/
RECRSLIT,Q15A-RECVD UNASKED FOR RESERVE LIT/
FSTLIT,Q15A-WHICH SERV FIRST RECVD UNASKED LIT./
TOLFRAF,Q15B-DID YOU CALL AIR FORCE TOLL FREE/
TOLFRARY,Q15B-DID YOU CALL THE ARMY TOLL FREE?/
TOLFRMC,Q15B-DID YOU CALL THE MARINES TOLL FREE/
TOLFRNV,Q15B-DID YOU CALL THE NAVY TOLL FREE/
TOLFRALL,Q15B-DID YOU CALL ANY SERVICE TOLL FREE/
TOLFRNG,Q15B-DID YOU CALL NATIONAL GRD TOLL FREE/
TOLFRRS,Q15B-DID YOU CALL THE RESERVES TOLL FREE/
FSTPHONE,Q15B-WHICH SERVICE FIRST MADE CALL TO?/
POSTCDAF,Q15C-DID YOU SEND THE AIR FORCE A CARD/
POSTCDAR,Q15C-DID YOU SEND THE ARMY A POSTCARD?/
POSTCDMC,Q15C-DID YOU SEND THE MARINES A POSTCARD/
POSTCDNV,Q15C-DID YOU SEND THE NAVY A POSTCARD/
POSTCDAL,Q15C-DID YOU SEND ALL SERVICES A CARD/
POSTCDNG,Q15C-DID YOU SEND NATIONAL GUARD A CARD/
POSTCDRS,Q15C-DID YOU SEND THE RESERVES A CARD/
TKASVAB,Q15D-DID YOU TAKE THE ASVAB IN HS?/
RCTRCONT,Q16A-HAVE YOU TALKED TO A MILITARY RCTR/
RCTRCON,Q16D- WHO CONTACTED WHO FIRST?/

DISCRIMINANT VARIABLE LIST

INFFRND,Q19-HAVE DISCUSSED SERVING W FRIENDS/
INFRNDSV,Q19-DISCUSSED SERVING W FRND IN MILITARY/
INFTEACH,Q19-DISCUSSED SERVING W TEACHERS/
INFMOTHR,Q19-DISCUSSED SERVING W MOTHER/
INFFATHR,Q19-DISCUSSED SERVING W FATHER/
INFCNSLR,Q19-DISCUSSED SERVING W SCHOOL COUNSELOR/
INFWIFE,Q19-DISCUSSED SERVING W WIFE OR GIRLFRND/
DOFOR,Q21A-IMPRTNCE OF DOING SMTHG FOR COUNTRY/
SKILL,Q21A-IMPRTNCE OF LEARNING SKILL OR TRADE/
JOBSEC,Q21A-IMPORTANCE OF JOB SECURITY/
INCOME,Q21A-IMPORTANCE OF INCOME/
MONEYED,Q21A-IMPORTANCE OF MONEY FOR EDUCATION/
ENJOYJOB,Q21A-IMPORTANCE OF ENJOYING THE JOB/
LEADER,Q21A-IMPORTANCE OF LEADERSHIP TRAINING/
EQPAYOP,Q21A-IMPRTNCE OF EQL PAY AND OPPORTUNITY/
STAYHOME,Q21A-IMPORTANCE OF STAYING NEAR HOME/
CIVMIL1,Q21B-DO SOMETHING FOR COUNTRY/
CIVMIL2,Q21B-TEACHES VALUABLE SKILL/
CIVMIL3,Q21B-JOB SECURITY/
CIVMIL4,Q21B-GOOD INCOME/
CIVMIL5,Q21B-MONEY FOR EDUCATION/
CIVMIL6,Q21B-ENJOY YOUR JOB/
CIVMIL7,Q21B-TRAINS FOR LEADERSHIP/
CIVMIL8,Q21B-EQUAL OPPORTUNITY/
CIVMIL9,Q21B-STAY NEAR FAMILY & FRIENDS/
PAYBONUS,Q23A-DOES ANY SERVICE PAY A CASH BONUS?/
MOTHRED,Q25B-HIGHEST ED LEVEL ATTAINED BY MOTHER/
AVGRADES,Q26-YOUR AVERAGE GRADES IN HS/
SCHPROG,Q27-TYPE OF HS EDUCATION PROGRAM/
RACE,Q30-RACE OR ETHNICITY/

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The analysis is concerned with 1982 (YATS) respondents, male only. It examines responses to questions of military service propensity to determine the differences among the propensity groups. This document represents an effort by Headquarters United States Army Recruiting Command (HQ USAREC) and N W Ayer, USAREC's advertising agency, to determine the issues that concern individuals that are negatively inclined to join the service in general and the Army specifically.		

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